

## Bob the Railway Dog

His life, places, locomotives, vans and carriages at the Museum



### To the teacher



#### About the pack

The pack is designed around Bob the railway dog, he lived from 1878 – 1895. He was famous in Australia and news of his death was reported as far away as England. He discovered the magic of traveling by train. The chosen rolling stock is relevant to his story and how the railways in South Australia (in particular the northern system) changed the state. You will see his photo and collar, locomotives he may have travelled on and also see carriages, wagons and vans that existed in his lifetime.

The Museum encourages the students to explore and investigate the diversity of modern times and time gone by. The Museum environment creates positive challenges and encourages the exchange of ideas.

The **Worksheet** is **self-guided** and is supported with a **Museum map** and **Answer sheet**. **Museum map** and **Answer sheet** is available at the Shop, when you visit the Museum.

Included in the education pack is **Support Material**. The material is to prepare for the school visit. Students are encouraged to generate their own questions, that can be used as follow-up activities, re-inforcing the positive messages obtained from their visit.

**NOTE** Where possible the **Museum Map** is correct at the time of publication. However, location of displays and rolling stock changes due to new exhibits, exhibitions, functions, shunting etc. Sorry for the inconvenience - an update of the map is available when you visit.

#### Resource design

Has been designed in accordance with the SACSA Framework. Material is most suitable for **Primary/Middle Years - Year 2, 3, 5, 6.**

#### History

##### Year 2 and 3

##### Historical Knowledge and Understanding

Year 2,3	Elaboration
<p><i>Year 2: Analysis and Use of Resources</i> Explore a range of sources about the past (ACHHS050)</p>	<ul style="list-style-type: none"> <li>examining sources such as photographs, newspapers, stories and maps to learn about the past</li> </ul>
<p><i>Year 3: Analysis and Use of Resources</i> Locate relevant information from sources provided (ACHHS068)</p>	<ul style="list-style-type: none"> <li>analysing a range of sources (for example photographs, maps, oral histories) to locate information about the people, places and events in their community's past and present</li> </ul>

<b>The past in the present</b>	<b>Analysis and use of sources</b>
The history of a significant person, building, site or the local community and what it reveals about the past (ACHHK044)	Explore a range of sources about the past. (ACHHS050)
The impact of changing technology on people's lives, worked, travelled - past	(ACHHS051)
	<b>Elaborations</b>
	<ul style="list-style-type: none"> <li>identifying place and the local community and discovering their origin</li> </ul>
	<ul style="list-style-type: none"> <li>identifying features of a site (such as dates, decorations and plaques on buildings) that reveal its past</li> </ul>
	<ul style="list-style-type: none"> <li>examining sources such as photographs, newspapers, stories and maps to learn about the past (some of these may be online and can be located through state and local library websites)</li> </ul>

### Key Inquiry Questions

Year 2:

What aspects of the past can you see today?

What remains of the past that are important to the local community? Why?

How have changes in technology shaped our daily lives?

## History

### Year 3

#### Historical Knowledge and Understanding

<b>Year 3</b>	<b>Elaborations</b>
<i>Community &amp; remembrance</i> ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061)	<ul style="list-style-type: none"> <li>investigating a development in the local community from the time of European settlement to the present day (for example through the photographs, newspapers, oral histories, diaries and letters)</li> </ul>

#### Historical Skills

<b>Analysis and Use of Resources</b> Locate relevant information from sources provided (ACHHS068)
<b>Chronology, terms</b> Sequence historical people and events (ACHHS065)
<b>Historical questions</b> Pose a range of questions about the past (ACHHS067)
Locate relevant from sources provided (ACHHS068)

### Key Inquiry Questions

- How has our community changed? What features have been lost and what features have been retained?
- What is the nature of the contribution made by different groups and individuals in the community?
- How and why do people choose to remember significant events of the past?

**History**  
**Year 3**

<b>Historical Skills</b> <b>Elaborations</b>
<b>ACHHS065</b>
<ul style="list-style-type: none"> <li>developing an annotated timelines or representation of key stage of settlement, features local, regional or state events and historical significance</li> </ul>
<b>ACHHS067</b>
<ul style="list-style-type: none"> <li>posing appropriate questions when investigating the contribution that individuals and groups have made to the development of the local community</li> </ul>
<ul style="list-style-type: none"> <li>posing appropriate questions when investigating the establishment of a local community</li> </ul>
<b>ACHHS068</b>
<ul style="list-style-type: none"> <li>analysing a range of sources (for example photographs, maps, oral histories) to locate information about the people, places and events in their community's present and past</li> </ul>

**History**  
**Year 5**

**Historical Knowledge and Understanding, Historical Skills**

<b>Year 5</b>	<b>Elaboration</b>
<i>The Australian Colonies</i> The impact of a significant development or event on a colony, for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought (ACHHK095)	<ul style="list-style-type: none"> <li>investigating an event or development and explaining its economic, social and political impact on a colony (e.g. the advent of rail)</li> </ul>
<i>Historical questions and research</i> Identify questions to inform an historical inquiry (ACHHS100)	<ul style="list-style-type: none"> <li>developing key questions about the local community or region</li> </ul>
<i>Analysis and Use of Resources</i> Locate information related to inquiry questions in a range of sources (ACHHS102)	<ul style="list-style-type: none"> <li>finding relevant historical information about colonial Australia from primary and secondary resources</li> </ul>

**Historical questions and research**

Identify and locate a range of relevant sources (ACHHS101)
<b>Analysis and use of sources</b> Locate information related to inquiry questions in a range of sources (ACHHS102)

### Key Inquiry Questions

What do we know about the lives of people in Australia's colonial past and how do we know?

How did colonial settlement change the environment?

What were the significant events and who were the significant people that shaped Australian colonies?

### History

#### Year 5

<b>Historical Skills Elaborations</b>
<b>ACCHS098</b>
<ul style="list-style-type: none"><li>compiling an annotated timeline showing key stages in the development of colonial Australia including the date of European settlement in each state, the date the colony was established, the date of self-government</li></ul>
<b>ACHHS101</b>
<ul style="list-style-type: none"><li>using museums(for example primary sources, such as stories, official documents</li></ul>
<b>ACHHS102</b>
<ul style="list-style-type: none"><li>finding relevant historical information about colonial Australia from primary andsecondary sources</li></ul>

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### History

#### Year 6

#### Historical Knowledge and Understanding

##### Level Description

Development of Australia as a nation, particularly after 1900. Historical context facilitate an understanding through key concepts including sources, continuity and change, cause and effect and perspectives.

### Key Inquiry Questions

What contribution have significant individuals and groups made to the developmet of Australian society?

### History

#### Year 5

#### Historical Knowledge and Understanding, Historical Skills

Sequene historical people and events (ACHHS117)
Use historical terms and concepts (ACHHS118)
Identify and locate a range of relevant sources (ACHHS120)
The contribution of individuals and groups, including Aboriginal and Torres Strait Islander people and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116)
Compare information from a range of sources (ACHHS122)

**History**  
**Year 5**

<b>Historical Skills</b> <b>Elaborations</b>
<b>ACHHS117</b>
<ul style="list-style-type: none"><li>• placing key events, ideas, movements and people of the twentieth century in chronological sequence</li></ul>
<ul style="list-style-type: none"><li>• using timelines to describe past events and changes</li></ul>
<b>ACHHS118</b>
<ul style="list-style-type: none"><li>• using historical terms and concepts related to the content such as 'democracy', 'federation', 'empire', 'immigration', 'heritage', 'diversity', 'enfranchisement', 'suffrage'</li></ul>
<b>ACHHS120</b>
<ul style="list-style-type: none"><li>• using internet search engines museums, library catalogues and indexes to find material relevant to an inquiry</li></ul>

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**For the Student**

Suggested **Support Material** which will help you in your preparation. Bring your **Worksheet** - comprised of 12 questions, when you visit the Museum.

## Display case



- 1 Find the display case where Bob's collar is kept (refer to your map). It is located in the Fitch Pavilion. There is a couplet (a type of poem) written on Bob's collar. Fill in the blanks:

..... me not but let me jog, for I am ..... the drivers  
..... SAR.

- 2 Refer to the interpretive board next to the glass display case and answer the follow questions -

**A** What was the occupation of Mr William Seth Ferry?

**B** What was Bob's favourite spot when he travelled on the steam locomotives?

**D** How would you describe Bob's fur and why?

## Places, locomotives, vans and carriages at the Museum

### Background

*It was said that Bob's favourite type of locomotive to travel on was the Yankee (X class) engine and that he liked to ride in the cab of the locomotive and on top of the firebox. We do not have a Yankee X class engine at the Museum, but we do have other rolling stock that Bob may have rode on. How do we know this? Well, Bob's home area was Terowie, Peterborough and though he travelled far and wide, he most commonly rode the northern narrow gauge rail system in South Australia.*

- 3 Go to the theatrette (refer to the map). See the South Australian interactive railway map, press the button that is labelled 1900. Record some of the stations between Peterborough and Broken Hill. Bob travelled on this railway line.

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- 4 Bob may have rode on Car 3 and one of Baroota's sister carriages. Baroota is a 1st class sleeping carriage and Car 3 is a second class sitting carriage. What differences can you see? Look and discuss - materials used, seating, facilities, design, colour, cleaning and maintenance, vision, comfort of the passengers.

*Car 3 is open and you can enter.*

*Baroota is closed but you can view the carriage from the platform and an interpretive board provides many interior shots.*



Interior view of car 3 as restored  
R Sampson



Baroota  
NRM collection





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**7** Find locomotive Y97. (refer to your map)  
*Locomotive Y97 was built by Beyer Peacock and was placed into service in February 1890. It ran on the northern lines in Bob's lifetime and was used as a shunter at Peterborough.*

- A** Mark an X where the smoke comes from the loco.
- B** Mark an X where the coal and water is kept.
- C** Mark an X where the cab is.



**8** Find the Y12 locomotive (refer to your map)

*Y12 operated at Broken Hill, where Bob spent most of his final days.*

Using the text provided in the interpretive board, answer the following two questions.

Why did the locomotives last so long?

.....  
.....  
.....  
.....  
.....  
.....

Did the locomotive haul

**A** gold

**B** wheat

**C** ore

Mark the correct answer

**Travelling on the small train - board the train at Callington Station**

**9** On your journey look out for the following:  
Louvred van No.1990, and the Goods shed and platform

water columns and water tank.

*Bob reportedly travelled on the Port Line, he would have passed via the Goods shed during his life time.*

*Van No.1990 worked on the northern line and carried rabbit carcasses. Bob was originally destined to be a rabbit hunting dog.*

*The Museum water tank is a replica of the one that was erected in Peterborough c1882 -1890, and existed during Bob's lifetime.*

Does the van No.1990 have doors or windows?

.....  
.....  
.....

- 10 Look out for the Goods shed and platform.  
What materials are used in the construction of the shed?



.....  
 .....

- 11 Look out for water columns (photo left) on your train trip. How many did you see?

.....  
 .....



- 12 Look out for the water tank - pictured in the photo below.

*The Museum water tank is a replica of the one that was erected in Peterborough c1882 -1890, and existed during Bob's lifetime.*

*Water is stored in the water tank. The water is fed to the water column. Steam engines need water to make steam.*

What did Burfords make? .....